

School, Rebundled

Designing Coherent Learning Ecosystems

A research-informed masterclass for school leaders navigating distributed learning, AI-enabled personalization, and the changing purpose of school.



**The future-ready school does
not need to own every learning
experience.
It needs to make the whole
experience add up.**

COHERENCE • BELONGING • ENCOUNTER • PUBLIC PURPOSE

RESEARCH-INFORMED

PRACTICE-READY

Javeria Rana

Educationist / Academic Leader / Researcher

SELECTED PUBLIC LEARNING RESOURCE

Full facilitated masterclass available separately.

www.cafelearning.org

MEET THE AUTHOR

Leadership at scale, grounded in learning

A public brief connecting research, field experience and future-ready school design.



Javeria Rana

Director Academics, UIES
Founder & CEO, Cafe Learning
Cambridge Master Trainer
Scientix Ambassador
Global Schools Program Mentor
& Advocate

Javeria provides academic leadership across a network of 500+ schools in Pakistan. Her work spans educational leadership, curriculum, teacher development, system improvement, AI-aware learning and future-ready school design.

Her professional learning has reached thousands of educators, leaders and trainers. This brief distils a central question in her current work: how can schools become more porous without becoming less coherent?

HOW TO USE THIS BRIEF

Read it individually, discuss it with a leadership team, or use it to identify questions you want to take into a facilitated masterclass.

This public edition will help you

- 01 Distinguish abundant learning access from coherent educational experience.
- 02 Identify what schools can distribute, what they should share, and what they must protect.
- 03 Use coherence, belonging, encounter and public purpose as institutional design responsibilities.
- 04 Recognize the leadership questions that sit underneath ecosystem redesign.

PUBLIC EDITION BOUNDARY • The full masterclass adds contextual cases, diagnostics, facilitation protocols and implementation support.

THE LEARNING LANDSCAPE

Learning has escaped the building

Access is expanding faster than institutions are redesigning the educational experience around it.

A collection of learning opportunities does not automatically become an education.

Evidence of a distributed learning landscape

54%

of U.S. teens report using AI chatbots for help with schoolwork.

Pew Research Center, 2026

86%

of surveyed university students across 16 countries regularly use AI in their studies.

Digital Education Council, 2024

220M

MOOC learners worldwide by 2021 - one marker of learning moving beyond institutions.

UNESCO GEM Report, 2023



Access remains unequal

Globally connected to the internet for pedagogical purposes:

40% primary • 50% lower secondary • 65% upper secondary

Source: UNESCO Global Education Monitoring Report, 2023.



Belonging still matters

Across OECD countries in PISA 2022, about

16% of students reported feeling lonely at school.

Source: OECD, PISA 2022 Results (Volume II).

THE LEADERSHIP IMPLICATION

The strategic challenge is no longer access alone. Leaders must decide what gives dispersed learning sequence, common entitlement, trusted relationships, evidence and a shared purpose.

INSTITUTIONAL STEWARDSHIP

What schools must deliberately hold together

The case for school becomes stronger when it is framed around responsibilities that fragmented learning cannot reliably guarantee.



Coherence

Connect fragmented experiences into cumulative understanding.

Sequence • progression • intellectual continuity

Bruner • Young



Belonging

Create sustained membership, reciprocity and responsibility across difference.

Recognition • contribution • mutual obligation

Noddings • Wenger



Encounter

Expose learners to knowledge, people and perspectives they may not independently select.

Breadth • challenge • intellectual expansion

Young • Biesta



Public Purpose

Connect individual development to participation, contribution and a shared world.

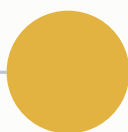
Common entitlement • civic responsibility • consequence

Dewey • Biesta

A school can outsource provision. It cannot outsource responsibility for whether the experience becomes coherent, equitable and educationally defensible.



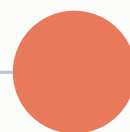
COHERENCE



BELONGING



ENCOUNTER



PUBLIC PURPOSE

Institutional stewardship is the work of keeping these responsibilities connected.

THE COHERENCE HUB

From provider to coherence hub

The future-ready school need not monopolize learning. It must ensure that dispersed learning becomes a coherent education.



DESIGN PRINCIPLE • Unbundling should occur at the level of provision, not at the level of educational purpose.

PERSONALIZATION WITH BOUNDARIES

Personalization should not privatize education

Adapt support to learners without allowing the educational experience to collapse into individual preference.

Personalize support. Protect entitlement, encounter and shared purpose.

USE PERSONALIZATION TO...

- ✓ adjust pace and scaffolding
- ✓ remove unnecessary barriers
- ✓ extend practice and feedback
- ✓ support accessibility and language
- ✓ offer flexible pathways to ambitious goals

DO NOT LET IT...

- ✗ narrow what students encounter
- ✗ replace common intellectual entitlement
- ✗ optimize only for current preference
- ✗ reduce shared time to isolated screen time
- ✗ make opportunity depend on family resources

AI USE ≠ AI READINESS

In the 2024 Global AI Student Survey, 86% reported regular AI use in their studies, yet 58% said they lacked sufficient AI knowledge and skills.

Design implication: personalization must be accompanied by explicit AI literacy, human judgment and equitable access.

Source: Digital Education Council, Global AI Student Survey 2024.

The question is not “How much can we personalize?” but “Which dimensions of education gain value from personalization - and which lose value when they become private?”

DECISION ARCHITECTURE

Distribute. Share. Protect.

A practical test for deciding what can move across the wider learning ecosystem and what still requires strong institutional stewardship.

DISTRIBUTE

External or digital actors can provide this function effectively.

SHARE

Partners add value while the school retains design responsibility.

PROTECT

Too consequential to leave entirely to market, platform or preference.

FUNCTION	CAN DISTRIBUTE	CAN SHARE	MUST PROTECT
Instruction & explanation	AI tutors, online courses	Specialist input	Sequence + conceptual coherence
Practice & feedback	Adaptive systems	Peer / mentor feedback	Standards + evidence of learning
Enrichment	Creators, external courses	Museums, universities, workplaces	Equitable access + alignment
Belonging	Affinity networks	Community partnerships	Sustained reciprocity across difference
Curriculum entitlement	Resources + examples	External expertise	What every learner deserves to know
Public contribution	External audiences	Civic + community projects	Purpose, reflection + ethical responsibility

DECISION QUESTION

If this function moves outside the school, what happens to coherence, equity, belonging, evidence and educational purpose?

The point is not to keep everything inside school. It is to know what responsibility must remain inside the institution even when provision moves elsewhere.

REBUNDLING DESIGN

Five moves for a more porous, purposeful school

The aim is not to rebuild the closed institution of the past. It is to redesign school around what gains value from institutional stewardship.



01 BUILD A COHERENCE FUNCTION

Create advisory, portfolio, seminar or reflection structures that reconnect learning across settings.

What helps learners see progression and meaning across experiences?



02 PROTECT COMMON ENTITLEMENT

Define what every learner should encounter regardless of pathway, algorithm or family resources.

What remains non-negotiable because equity depends on it?



03 REDESIGN COLLECTIVE TIME

Use shared time for discussion, inquiry, critique, performance, mentorship and contribution.

What becomes more valuable when students do it together?



04 BROKER HIGH-VALUE ENCOUNTERS

Connect students to disciplines, people, communities and experiences they would not reach alone.

Who or what should enter the learning ecosystem that is missing now?



05 REBUILD EVIDENCE ARCHITECTURE

Recognize learning across settings through portfolios, demonstrations, oral defence and authentic application.

How will the school know that dispersed learning is deep, transferable and equitable?

LEADERSHIP STRESS TEST

Questions that reveal whether the ecosystem is coherent

These are public conversation starters - not the full diagnostic used in the facilitated masterclass.



COHERENCE

- Where are students repeating learning without progression?
- Where does learning happen that the school does not yet recognize?
- What structures help learners connect one experience to the next?



BELONGING

- Who is known, needed and trusted here - and who is not?
- Where has personalization reduced reciprocity or shared experience?
- Which relationships survive when schedules, platforms or pathways change?



EQUITY + ENTITLEMENT

- Which opportunities depend on family resources, transport or digital access?
- What should every learner encounter regardless of pathway?
- Where could outsourcing quietly widen opportunity gaps?



STEWARDSHIP

- Which decisions are being delegated without clear accountability?
- What evidence will show whether a partnership is educationally valuable?
- What must the school continue to protect even when provision moves outward?

The strongest ecosystems are not those with the most partners, platforms or pathways. They are those in which leaders can explain what each element contributes - and what the institution still guarantees.

PUBLIC-EDITION NOTE

In the full masterclass, these questions are used alongside contextual evidence, team interpretation and decision protocols so that inquiry leads to action rather than another checklist.

THE REBUNDLING CANVAS

Make the architecture visible before changing it

A school can become more porous without becoming less coherent - if leaders can see what is moving, what is protected and what connects the whole.

DISTRIBUTE

What can others provide better, faster or more flexibly?

PROTECT

What must remain a common institutional entitlement?

CONNECT

What structures make dispersed experiences add up?

EVIDENCE

How will we know learning is deep, transferable and equitable?

ENCOUNTER

Which people, disciplines and communities should learners meet?

SAFEGUARD

What remains accountable to school: quality, equity, privacy, care?

PURPOSE

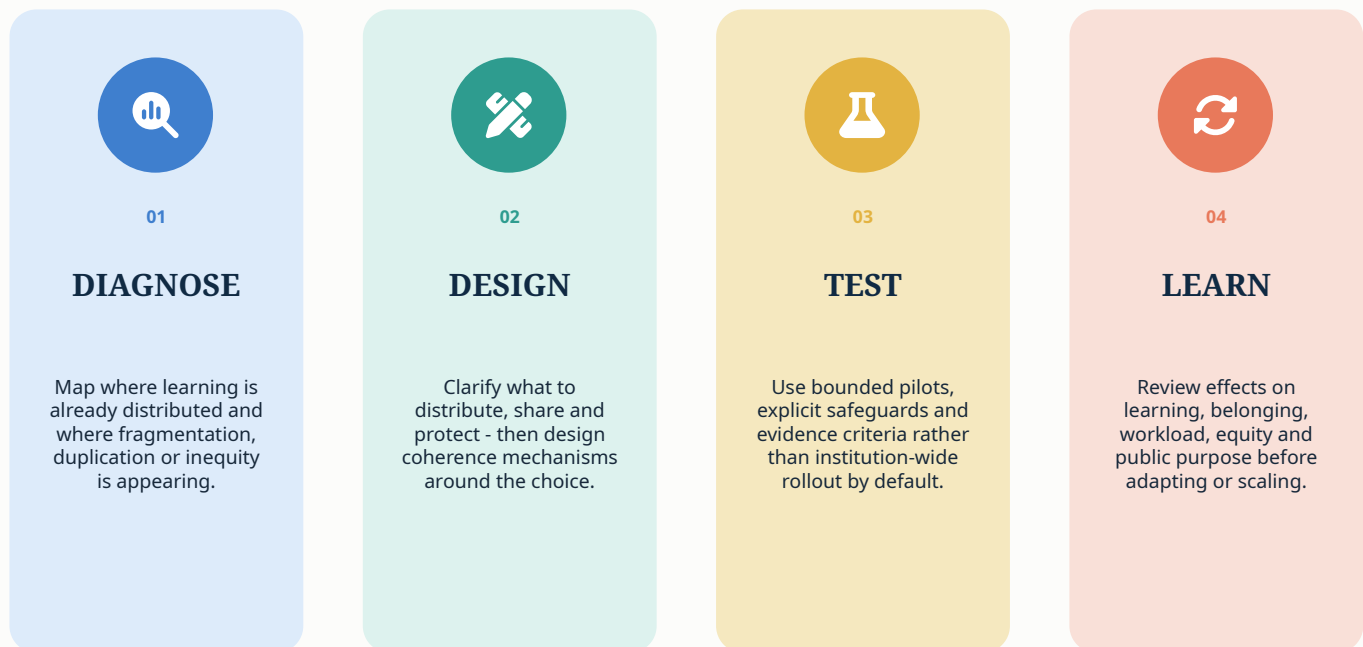
What is school for?

FACILITATION PROMPT • What are we delivering ourselves that could be distributed - and what are we accidentally outsourcing that the institution should still protect?

FROM INSIGHT TO IMPLEMENTATION

What the facilitated masterclass enables

The public brief names the design problem. The full experience helps a leadership team diagnose its own ecosystem and make disciplined choices.



The masterclass is designed for

- ✓ School principals and academic leaders
- ✓ Leadership and curriculum teams
- ✓ School networks and education systems
- ✓ Organizations redesigning learning partnerships

**BRING THE
MASTERCLASS
TO YOUR SCHOOL OR
SYSTEM**

Facilitated learning • contextual cases • team
diagnostics • implementation support

BOOK A CONVERSATION

**A coherent learning ecosystem is not one in which school does everything.
It is one in which leaders know what must remain connected, protected
and publicly accountable.**

RESEARCH AND ATTRIBUTION

Selected references

Research informing this public brief and the “School, Unbundled” thoughtpiece. References are presented in continuous scholarly format, without bullets.

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ATTRIBUTION

The School as a Coherence Hub concept and the rebundling design synthesis in this brief are author-developed applications by Javeria Rana, informed by the scholarship cited above.

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